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ABSTRACT

This report describes the results of two surveys designed to gain information about conditions of implementation and extent of utilization of Individually Guided Motivation (IGM) in schools across the country. The objectives and motivational principles of the IGM system and the instructional programming model on which it is based are presented in Chapter I. Each of the four motivational-instructional procedures that comprise the IGM system is also described: (1) adult-child conferences to encourage independent reading; (2) teacher-child conferences for goal-setting; (3) guiding older children in tutoring younger children; and (4) small group conferences to encourage self-directed conduct. In Chapter II, the purpose, method, and results of the first survey are reported. Conducted in the spring of 1975, it was designed to gather in-depth information from schools in which the IGM system was a viable part of the instructional program. Detailed descriptions of actual use of each of the motivational-instructional procedures were solicited, as well as information about those factors that school personnel judged important to successful implementation, factors that caused problems in using the IGM procedures in the school, and the methods used to cope with these problems. Chapter III reports the results of the second survey, conducted in the fall of 1975. Designed to obtain broad information about IGM utilization from a much more extensive number of school personnel, as well as teacher educators, the specific focus was on access to, use of, and reactions to the various IGM print and film materials. The final chapter summarizes the findings of the two surveys and discusses their implications for the implementation and utilization of the IGM system. (Appendixes include a bibliography of IGM materials and reports, and interview schedules for the surveys. (Author/MH)

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a report on the utilization of individually guided motivation

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WISCONSIN RESEARCH AND DEVELOPMENT CENTER FOR COGNITIVE LEARNING

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Technical Report No. 388

A REPORT ON THE UTILIZATION OF INDIVIDUALLY GUIDED MOTIVATION

by

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Report from the Project on
a System of Individually Guided Motivation

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WISCONSIN RESEARCH AND DEVELOPMENT CENTER FOR COGNITIVE LEARNING

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The mission of the Wisconsin Research and Development Center for Cognitive Learning is to help learners develop as rapidly and effectively as possible their potential as human beings and as contributing members of society. The R&D Center is striving to fulfill this goal by

- conducting research to discover more about how children learn
- developing improved instructional strategies, processes and materials for school administrators, teachers, and children, and
- offering assistance to educators and citizens which will help transfer the outcomes of research and development into practice

PROGRAM

The activities of the Wisconsin R&D Center are organized around one unifying theme, Individually Guided Education.

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ABSTRACT

This report describes the results of two surveys designed to gain information about conditions of implementation and extent of utilization of the system of Individually Guided Motivation (IGM) in schools across the country. The IGM system is based on nearly a decade of research and extensive field testing which has demonstrated its usability and efficacy in improving children's motivation. Four motivational-instructional procedures comprise the IGM system: (1) adult-child conferences to encourage independent reading; (2) teacher-child conferences for goal-setting; (3) guiding older children in tutoring younger children; and (4) small group conferences to encourage self-directed conduct.

The objectives and motivational principles of the IGM System and the instructional programing model on which it is based are presented in Chapter I. Each of the four motivational-instructional procedures is also described.

In Chapter II, the purpose, method, and results of the first survey are reported. Conducted in the spring of 1975, it was designed to gather in-depth information from schools in which the IGM system was a viable part of the instructional program. Detailed descriptions of actual use of each of the motivational-instructional procedures were solicited, as well as information about those factors which school personnel judged important to successful implementation, factors which caused problems in using the IGM procedures in a school, and the methods used to cope with these problems.

Chapter III reports the results of the second survey, conducted in the fall of 1975. Designed to obtain broad information about IGM utilization from a much more extensive number of school personnel, as well as teacher educators, the specific focus was on access to, use of, and reactions to the various IGM print and film materials.

The final chapter of this report summarizes the findings of the two surveys and discusses their implications for the implementation and utilization of the IGM system.

I

OVERVIEW OF IGM

A major concern of most teachers is how to develop and maintain a high level of student motivation. Even the most skillful teacher often encounters difficulties when attempting to deal with classroom motivation. Frequently the teacher must cope with motivational problems either in a piecemeal fashion or by resource to specialized personnel; all too often these steps are taken only after motivational problems have become a serious deterrent to learning.

THE PURPOSE OF IGM

Attempts to improve the motivation of children must be guided by a number of important and basic considerations. First, practices must be based on established motivational principles. Attention to the needs, attitudes, and other characteristics of the individual child is equally critical. In addition, classroom procedures used to facilitate children's motivation should be incorporated in a total instructional program, which in turn, is tailored to the needs of the individual child. Moreover, classroom motivation procedures should be so implemented that behaviors associated with high motivation are increasingly exhibited by children.

The primary purpose of the IGM system is to provide teachers with a systematic, flexible program designed in accord with the broad guidelines outlined above, and within which student motivation can be developed and maintained. In addition, the IGM system is intended to provide teachers with a knowledge of motivational principles and skills which are applicable in many school situations.

THE MOTIVATIONAL-INSTRUCTIONAL PROCEDURES

Six principles derived from theory and research on motivation are the basis for the major program elements of the IGM system. Table 1 presents the principles in the column on the left; the column on the right specifies the specific teacher behaviors or instructional procedures that are coordinate with each principle. Some of the principles deal mainly with motivation related to the learning of subject matter--for example, focusing on attention, goal setting, and providing informative feedback. Other principles--for example, modeling and reasoning--are directed more to student conduct in terms of self-reliance and self-control.

TABLE 1

MOTIVATIONAL PRINCIPLES AND COROLLARY TEACHER BEHAVIORS

Motivational Principle	Teacher Behavior
1. Attending to a learning task is essential for initiating a learning sequence.	1. Focus student attention on desired objectives.
2. Setting and attaining goals require learning tasks at an appropriate difficulty level. Feelings of success with current learning tasks heighten motivation for subsequent tasks; feelings of failure lower motivation for subsequent tasks.	2. Help each student set and attain goals related to the school's educational program.
3. Acquiring information concerning correct or appropriate behaviors and correcting errors are associated with better performance on and more favorable attitudes toward the learning tasks.	3. Provide feedback and correct errors.
4. Observing and imitating a model facilitate the initial acquisition of many behaviors including prosocial behaviors such as self-control, self-reliance, and persistence.	4. Provide real-life and symbolic models.
5. Verbalizing prosocial values and behaviors and reasoning about them provide a conceptual basis for the development of the behaviors.	5. Provide the verbalization and discussion of prosocial values.
6. Expecting to receive a reward for specified behavior or achievement directs and sustains attention and effort toward manifesting the behaviors or achievement. Non-reinforcement after a response tends to extinguish the response. Expecting to receive punishment for manifesting undesired behavior may lead to suppression or avoidance of the behavior, or to avoidance and dislike of the punisher.	6. Reinforce desired behaviors.

(Based on Klausmeier, & Goodwin, 1975, p. 232.)

The four motivational-instructional procedures represent actual instructional techniques for applying the principles and teacher behaviors. Each procedure incorporates four or more of the motivational principles, and can be applied to a variety of curriculum areas; each procedure is directed toward achieving selected motivational objectives. The procedures are described in greater detail in the following paragraphs:

1. Adult-child conferences to encourage independent reading. This procedure is intended for use with elementary school children whose motivation is low with respect to independent reading. Materials for this procedure include a text, a manual, and a film. The primary target group for these materials includes prospective and practicing elementary school personnel, as well as aides or adult volunteers. The motivational objectives of this procedure are to encourage children to read more, to express more positive attitudes toward reading, and to develop associated reading skills. The procedure involves regularly scheduled conferences (usually weekly for 10-15 minutes) between an adult (a teacher or other adult aide) and a child.

2. Teacher-child conferences for goal-setting. This procedure is intended for use with children of low motivation and skill mastery in a particular subject-matter area. The materials developed for this procedure include a text and a film. The primary target group for these materials includes practicing and prospective teachers. Motivational objectives in a specific curriculum area include an increase in motivation, self-direction, and skill mastery in the area. The procedure involves regularly scheduled conferences (usually weekly for 5-10 minutes) between the teacher and child. The teacher focuses the child's attention on objectives or skills relevant to a selected subject-matter area and helps the child set realistic goals for mastery between conference sessions.

3. Guiding children toward self-directed prosocial behavior. The purposes of this procedure are to increase the self-directedness of children and to encourage prosocial behaviors. Materials developed for this procedure include a text and a film. The primary target group for this procedure includes practicing and prospective teachers. In this procedure a teacher works with a small group of children (usually 3-7 children) at regularly scheduled intervals (usually once a week or once every two weeks for about twenty minutes). Conferences are conducted throughout the school year, including all children at some time, and may become an integral part of the school's social studies or language arts program. Objectives focusing on self-direction and prosocial behaviors are formulated by

the students and teachers working together, with the teacher primarily assuming a nondirective, guiding role in the conference procedure.

4. Guiding older children in tutoring younger children. This procedure is intended primarily to increase the tutee's level of motivation and achievement. Materials developed for use with this procedure consist of a text, a film, and a booklet. The tutoring procedure involves regularly scheduled sessions (usually 10-20 minutes long) in which a child-tutor assists a younger child in order to increase the younger child's motivation, achievement, and self-direction in a specific curriculum area. High school students, volunteer parents, or aides may also serve as tutors. Four groups of individuals must be coordinated when this procedure is implemented: teachers of the tutors, the tutors themselves, the teachers of the tutees, and the children receiving tutoring. The IGM multimedia materials are intended for use by teachers, as well as the tutors, in order to provide knowledge of motivational principles, guidance, and planning necessary for implementation of a tutoring program.

A description of the IGM programing model will demonstrate how the procedures can become an integral part of each student's instructional program.

THE IGM PROGRAMING MODEL

The IGM system was developed according to the model of instructional programing for the individual student in Individually Guided Education (IGE)(Klausmeier, Quilling, Sorenson, Way, & Glasrud, 1971). However, IGM can be implemented in both IGE and non-IGE schools. The IGE system of education is based on the need for recognizing and making instructional provisions for differences among students, in terms of rate of learning and learning style. Implicit in the IGM model is the assumption that the child's level of motivation and rate of learning are closely related. Motivating a child must, therefore, be directly related to the instructional program and attainment of instructional objectives.

Figure 1 presents the major components of the motivational programing model. The model is based on: (1) a set of motivational principles derived from motivational theory and research; (2) statement of motivational objectives; (3) methods for assessing attainment of objectives; and (4) a set of motivational-instructional procedures in which the principles of motivation are incorporated.

Identification of general motivational objectives for all children in a particular school include: (1) motivational needs in learning specific subject-matter and skills; (2) developing self-direction and independence in learning; (3) observing school policies in beha-

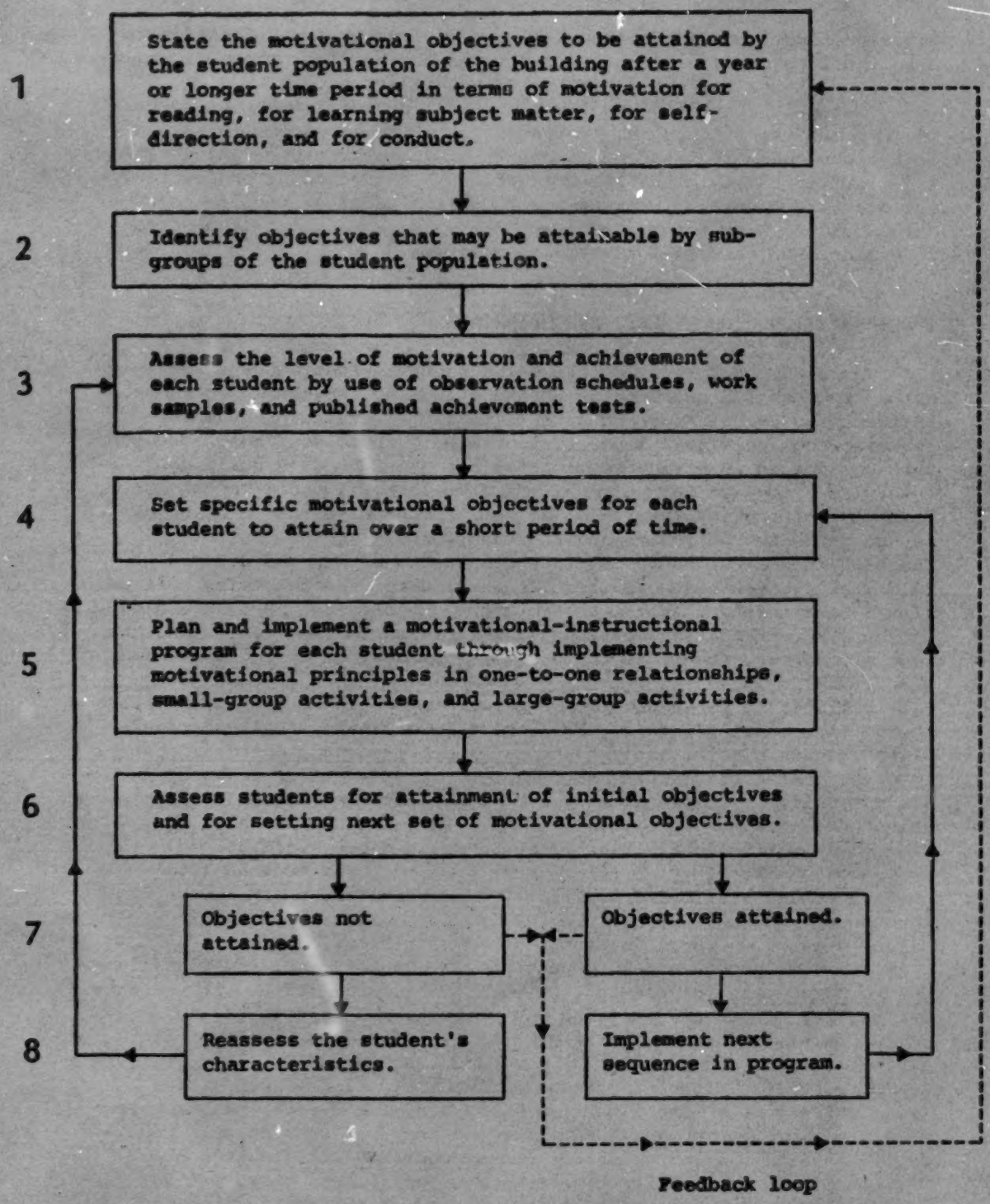
1
State the motivational objectives to be attained by the student population of the building after a year or longer time period in terms of motivation for reading, for learning subject matter, for self-direction, and for conduct.
2
Identify objectives that may be attainable by sub-groups of the student population.
3
Assess the level of motivation and achievement of each student by use of observation schedules, work samples, and published achievement tests.
4
Set specific motivational objectives for each student to attain over a short period of time.
5
Plan and implement a motivational-instructional program for each student through implementing motivational principles in one-to-one relationships, small-group activities, and large-group activities.
6
Assess students for attainment of initial objectives and for setting next set of motivational objectives.
7
Objectives not attained.
Objectives attained.
8
Reassess the student's characteristics.
Implement next sequence in program.
Feedback loop

Figure 1. Instructional programing model in IGM. (From Klausmeier, Jeter, Quilling, Frayer, & Allen, 1975, p. 14.)

vioral conduct; and (4) conceptualizing a value system. Specific motivational objectives are then identified for smaller groups of children and each student's motivational level is assessed.

A student's attainment of motivational objectives can be assessed in a variety of ways, as indicated in Figure 1. Specific assessment techniques, in the form of checklists, observations, and interviews are included in the IGM motivational-instructional procedures. Children are generally preassessed to determine if a specific procedure would be beneficial, and then continuous assessment is used to determine each child's motivational progress.

IMPLEMENTATION REQUIREMENTS AND MATERIALS

One strategy for implementing IGM requires that a person designated to be an IGM coordinator attend a two-day leadership workshop. In turn, the coordinator conducts a two-day inservice program for leaders from individual elementary or middle schools. These leaders then conduct an inservice session for the staff of each building. Inservice education for the staff of a building is based on the IGM text and other print materials, as well as the five IGM films which may be purchased or rented and shared by several school buildings. Teachers receiving inservice study the text and view and discuss the films. Exercises and activities to familiarize teachers with motivational behaviors and skills relevant to each procedure are presented in the IGM text. After becoming familiar with the IGM system and the four procedures, the staff decides which procedures to implement and when.

Decision to implement IGM requires cooperation and initiative on the part of a school staff. Thus, certain organizational and scheduling changes will probably be necessary to incorporate the procedures into the instructional program of a school. Certain of the procedures are typically implemented using aides, noncertified adults, or parent volunteers. This supplementary staff must be recruited and also trained in motivational principles and related behaviors.

A second strategy is for college or university personnel to prepare school staffs and district IGM coordinators to implement IGM through a regular course offered during the academic year or in a summer session. Credit workshops could also be offered.

The IGM system is described in a six-chapter text, Individually Guided Motivation (Klausmeier, et al., 1975). The text: (1) presents an overview of IGM and explains the motivational principles and related behaviors underlying the system; (2) describes in detail each of the four procedures; and (3) provides a background for the IGM system by surveying relevant motivational theory and research. Five films correspond to the first five chapters of the text. An overview film describes the entire IGM system and the four procedures. Each of the remaining films describes and demonstrates in actual school use one of the four IGM procedures. Four additional books are designed for specialized use by teachers, aides, and tutors, and for inservice and college-level education. These sets of multimedia instructional materials were designed and developed to help beginning,

experienced, and prospective elementary and middle school teachers to understand and use motivational principles, skills, and procedures so that a systematic motivational program can be initiated and maintained within regular school curriculum areas. A complete listing of materials developed for the IGM program can be found in Appendix A.

LABORATORY AND FIELD TESTING OF THE IGM MATERIALS

The four motivational-instructional procedures comprising the IGM system were identified and developed over the past eight years in cooperation with staffs of various school systems. Controlled experiments in schools were carried out to determine the conditions under which each procedure is optimally effective. Findings were used in the development of prototype IGM material related to each procedure. Field tests of each procedure were conducted subsequently in a number of school systems to determine effectiveness of materials for both adults implementing the program and for students participating in a procedure. Field test evaluations contributed to further developments and refinements of the IGM materials, such as simplifying techniques for assessing motivational progress. In general, field testing demonstrated the motivational effectiveness of the four procedures. In addition, field testing demonstrated that school personnel can learn to use IGM materials effectively. Following inservice education they were able to understand the motivational principles, procedures, and implementation requirements and apply the motivational principles with children in a school setting. Teachers were also able to complete the required implementation tasks, such as conducting a local inservice, gathering baseline information on students, selecting students to participate in a procedure, and keeping records to monitor motivational progress. (A complete listing of research reports pertinent to the laboratory and field testing of each of the IGM procedures is provided in Appendix A. A summary review of empirical evidence supporting the effectiveness of IGM is also provided by E. S. Ghatala, 1975.)

SUMMARY

The IGM system was developed to provide teachers with the knowledge and skills necessary to help children increase and maintain their initiative and responsibility for learning and conduct. The system is based on well-established principles of motivation which are incorporated into four motivational-instructional procedures. Each enables the teacher to relate motivational practices directly to learning processes, providing the teacher with a systematic, but flexible program within which to meet the needs of individual children. Research and field testing have demonstrated both the usability of the IGM system in ongoing school programs, as well as its positive effects on children.

II

THE FIRST IGM UTILIZATION SURVEY

PURPOSE OF THE FIRST SURVEY

The primary purpose of the first survey, conducted in the spring of 1975, was to gather information concerning situational, personnel, or other school-related factors which facilitated the implementation of IGE. Secondarily, the survey was designed to gather information about the kinds of problems encountered in implementing IGM and how they were overcome.

The following factors were considered potentially critical to the successful implementation of IGM: (1) provision of inservice education for the school staff to ensure understanding of the motivational principles and procedures; (2) support of the principal; (3) designation within a school of an IGM coordinator; (4) adequate physical conditions in the school, including space and materials; (5) incorporation of an IGM procedure into regular instruction in a curriculum area; and (6) preparation and provision for time and effort necessary to carry out a specific procedure. In addition, it was expected that other critical but unanticipated conditions and factors would come to light as a result of the first survey.

METHODS

The Interview Materials

A questionnaire was devised to provide systematic, in-depth information about a number of aspects of IGM implementation. The questionnaire was constructed to obtain information from a school in nine general areas: (1) demographic characteristics of the school; (2) the nature of inservice education; (3) designation of an "in-house" IGM coordinator; (4) sequence and timing for implementation of the IGM system; (5) descriptions of current use of each of the procedures; (6) judgments regarding ease of implementation of each procedure and descriptions of difficulties or problems encountered in implementation and use of the procedures; (7) descriptions of rewarding or frustrating experiences related to implementing the IGM procedures; (8) judgments regarding effectiveness of each of the procedures in producing desired motivational change in children; and (9) specific and general advice based on the school's actual experiences regarding implementation and use of the IGM system that would be useful to

other schools. A total of 22 items comprised the interview schedule. Some items were specific, others open-ended, and a few items were rating scales. The questionnaire is included in Appendix B.

The Interview Sample

The criterion for including a school in the survey was that the school staff was implementing and planning to continue to use the IGM system. An attempt was made to identify schools using all four of the IGM procedures. In order to identify such schools, personnel in 14 states were contacted by telephone and asked to recommend schools using IGM in their states.

This procedure provided a beginning list of 18 schools. In order to locate additional schools, the business files (dating back to 1972) of the Wisconsin Research and Development Center were searched for schools that had ordered IGM print and film materials. This second procedure combined with the first resulted in a list of 26 elementary and middle schools across the country using IGM that seemed likely to meet the criterion for inclusion in the survey. The list included: California (three schools); Colorado (one); Connecticut (one); Illinois (three); Massachusetts (two); Minnesota (four); New Jersey (four); Missouri (one); Idaho (one); Utah (three); and Wisconsin (three).

Survey Procedures

The first survey was conducted primarily by telephone interview, supplemented by on-site interviews. Initially, the principal at each of the 26 schools was contacted by telephone to confirm that the school did indeed meet the criterion. The survey was briefly described and the school's cooperation in the survey was solicited. The person who was responsible for IGM in the particular school was identified (the principal himself, a guidance counselor, unit leader, or teacher) as the interviewee. A time was also scheduled for a telephone interview with that person. A letter describing the study and a copy of the interview schedule were subsequently mailed to each school principal who was asked to give the materials to the interviewee in those instances in which the principal was not the school's "IGM expert." A telephone interview, lasting about 30 to 45 minutes, was held usually about one to two weeks following the mailing of interview materials (or as prearranged with the principal by telephone). In a few cases, arrangements were made to visit the school in order to conduct the interview on-site.

RESULTS

Sample Size

As a result of the initial telephone contact with the principals of the original list of 26 schools, the sample size for the first sur-

vey was reduced to 16 schools. Ten schools could not legitimately be included as schools successfully using IGM. Two had indeed implemented one or more of the motivational-instructional procedures at one time, but the effort was aborted when the school lost the staff member primarily responsible for the implementation and conduct of the motivational program. Two additional schools were using the tutoring procedure and had reviewed the IGM materials, but were unwilling to identify themselves as "IGM schools," since a tutoring program had been established in the school before the IGM system existed. The six remaining schools were those which had been identified as IGM schools, but which were, in fact, not using any part of the IGM system at the present time.

Contrary to our expectations, a first result of the survey was that far fewer schools which met the criterion for inclusion and were willing to be identified as IGM schools (regardless of how much or little of the motivational program was in use) could be located. Speculatively, it appeared that when a motivational-instructional procedure such as tutoring had been adopted by a school more or less independent of the IGM system and prior to its existence, the school was unlikely to identify itself as an "IGM school," even if IGM materials were subsequently incorporated into the conduct of the procedure. It also appeared that some schools implementing one procedure were unwilling to be labeled as IGM schools because the staff felt that such identification would lock the school into responsibility for the entire IGM program. In contrast, a school using even one of the four motivational-instructional procedures comprising the IGM system was very likely to perceive itself as an "IGM school" and willing to express verbal commitment to the program if implementation was a result of attendance at an IGM workshop and access to IGM print and film materials.

Demographic Characteristics

Table 2 summarizes the major demographic characteristics of the schools participating in the survey. As the first column of Table 2 shows, seven of the 16 schools were classified as small (population of 300 or under), six were medium-sized schools (300-600 students), and three were large (over 650 students). The majority of the schools served a lower- to upper-middle class school population. Only two of the schools described themselves as having a school population exclusively in the lower socio-economic range. Thus, most of the schools surveyed had either primarily middle- or full-range socio-economic populations. Nine of the schools were located in suburbs of large urban areas, and ten states were represented. Although the number of schools surveyed was relatively small, they would appear to represent a fair cross-section of United States schools.

General Factors Important to IGM Implementation

As shown in column two of Table 2, all but three schools had received inservice education at an IGM workshop; three schools in Wis-

TABLE 2

SELECTED CHARACTERISTICS OF SCHOOLS IN FIRST SURVEY

1 School	2 Site of Inservice Education	3 School Coordinator	4 IGM in Use	5 IGM Procedures Used		6 Frequency of Use	7 Approx. No. of Children Involved	8 Curriculum Area
				Beginning	Present			
1 Size: Medium SES: Lower Mid. Loc.: Suburb State: Calif.	Los Angeles	Resource Teacher	2 yrs.	Goal-Setting Tutoring	Tutoring Reading Goal-Setting	once wk. or more once wk. or more scheduled interv.	20 pairs 15 20	math, reading reading varies
2 Size: Large SES: Lower Loc.: Suburb State: Calif.	Los Angeles	Resource Teacher	1 year	Goal-Setting Tutoring	Goal-Setting Tutoring Reading Self-Directed	once wk. or more once wk. or more once wk. or more once wk. or more	All 30 pairs All All	reading, math reading, math reading all curriculum
3 Size: Medium SES: Middle Loc.: Town State: Conn.	Connecticut	Guidance Counselor	1-1/2 years	Reading	Reading Tutoring	once wk. or more	57 30 pairs	library progr. reading
4 Size: Small SES: Lower Mid. Loc.: Sm. City State: Idaho	Los Angeles	Principal	1-1/2 years	Goal-Setting Tutoring Self-Directed	Goal-Setting Tutoring Reading Self-Directed	once wk. or more once wk. or more depends on grade once wk. or more	All 25 pairs 100 All	incorporated throughout the curriculum
5 Size: Small SES: Lower Loc.: Sm. City State: Mass.	Hartford	Principal	1 year	Goal-Setting Tutoring Reading Self-Directed	Goal-Setting Tutoring Reading Self-Directed	as needed	Schoolwide	all, where needed
6 Size: Small SES: Low-Mid. Loc.: Sm. City State: Mass.	Hartford	Principal	2 yrs.	Tutoring Self-Directed	Self-Directed	once wk. or more	All	all, where needed

TABLE 2 (continued)

SELECTED CHARACTERISTICS OF SCHOOLS IN FIRST SURVEY

1 School	2 Site of Inservice Education	3 School Coordinator	4 IGM in Use	5 IGM Procedures Used		6 Frequency of Use	7 Approx. No. of Children Involved	8 Curriculum Area
				Beginning	Present			
7 Size: Small SES: Low-Mid. Loc.: Sm. City State: Missouri	Missouri	Guidance Counselor	2 yrs.	Goal-Setting Tutoring	Goal-Setting Tutoring Self-Directed	once wk. or more once wk. or more varies	180 25 pairs 45	soc. st., lang. varies soc. st., lang.
8 Size: Small SES: Low-Mid. Loc.: Sm. Town State: N.J.	IGE Seminar in Atlanta	Principal	1 year	Goal-Setting Tutoring Self-Directed	Goal-Setting Tutoring Reading Self-Directed	several times/mo. once wk. or more once wk. or more once wk. or more	90 varies 90 180	all especially math reading varies
9 Size: Medium SES: Low-Upper Loc.: Suburb State: Utah	Los Angeles	Principal	1 year	Reading	Reading (plan to implement more)	once wk. or more	--	reading
10 Size: Small SES: Low & Mid. Loc.: Suburb State: Utah	Los Angeles	Principal	1 year	Self-Directed	Self-Directed Tutoring (limited basis)	several times/mo.	--	social studies
11 Size: Large SES: Lower Mid. Loc.: Suburb State: Utah	Los Angeles	Principal	1 year	Tutoring	Tutoring	once wk. or more	--	reading, math

TABLE 2 (continued)

SELECTED CHARACTERISTICS OF SCHOOLS IN FIRST SURVEY

1 School	2 Site of Inservice Education	3 School Coordinator	4 IGM in Use	5 IGM Procedures Used		6 Frequency of Use	7 Approx. No. of Children Involved	8 Curriculum Area
				Beginning	Present			
12 Size: Medium SES: Middle Loc.: Sm. Town State: Wisc.	Research site/field testing	Principal	4 yrs.	Self-Directed	Goal-Setting Tutoring Reading Self-Directed	once wk. or more progr. faltering once wk. or more several times/mo.	68 — 58 varies	math math reading social studies
13 Size: Medium SES: Middle Loc.: Sm. City State: Wisc.	Research site/field testing	Guidance Counselor	4 yrs.	Goal-Setting Self-Directed	Goal-Setting Tutoring Reading Self-Directed	once wk. or more once wk. or more once wk. or more once wk. or more	Schoolwide	all math, spelling reading social studies
14 Size: Large SES: Full range Loc.: Suburb State: Wisc.	Research site and workshop, Wisconsin	Principal	2 yrs.	Tutoring	Tutoring (plan to implement Goal-Setting	once wk. or more	50	reading, math
15 Size: Medium SES: Lower Mid. Loc.: Suburb State: Illinois	Wisconsin	Principal	3 yrs.	Self-Directed Tutoring	Goal-Setting Tutoring Self-Directed	scheduled interv. scheduled interv. scheduled interv.	Schoolwide Schoolwide Schoolwide	math, science language arts used generally
16 Size: Small SES: Lower Mid. Loc.: Sm. Town State: Minn.	Wisconsin	Unit Leader	3 yrs.	Goal-Setting	Goal-Setting Tutoring Reading Self-Directed	once wk. or more occasional basis several times/mo. once wk. or more	Schoolwide	math, reading reading reading varies

consin had participated in research and field testing of the IGM materials and procedures.

The interview schedule requested rating scale judgments of factors important in implementation (these are not reported in Table 2). On a five-point rating scale ranging from one ("very important") to five ("not important"), the importance of inservice education received a mean rating of 1.24, based on the judgments of the 16 interviewees. This finding indicates, not surprisingly, that virtually all respondents perceived inservice education as a critical factor in successful IGM implementation in their schools.

Other factors contribute to successful IGM implementation. The following mean ratings on five-point scales ranging from one ("very important") to five ("not important") were: commitment of school staff, 1.28; attitudes of teachers, 1.31; and flexibility in use of procedures, 1.53. Although respondents indicated inservice education was viewed as the factor most critical to successful implementation, the others were rated as extremely important as well.

Respondents were also invited to list additional factors which they felt were important to successful implementation in their school. The following factors were cited in order of decreasing frequency with which each was mentioned: commitment of administrative staff; dedication of principal; availability of volunteers necessary to implement certain procedures; viewing the IGM program as an integral part of the IGE process; parent cooperation; successful implementation of IGE first; availability of materials; formation of a committee with representatives from various units to implement, supervise, and share expertise and responsibility for the IGM program within the school; holding IGM building inservice at a time when staff is free from other commitments and responsibilities; humane teaching staff; and finally, attitudes of the students.

Another critical factor in implementation is revealed in column three of Table 2. Every school surveyed had designated an in-house IGM expert. Ten schools identified the principal; three schools, the guidance counselor; and three schools, a resource teacher or unit leader.

Sequence and Timing for Implementation of the IGM Procedures

Among the 16 schools surveyed, length of time the IGM program had been in use varied from four years (two schools) to one year (six schools) as column four of Table 2 shows. The two schools in which IGM had been implemented for four years were both research sites for initial field testing of the motivational-instructional procedures. These data, in general, appear to indicate that the IGM system was a fairly new program at the time of the first survey, essentially just getting a firm foothold.

As column five indicates, nearly all schools started the program with just one or two of the procedures. Ten of the schools began with tutoring, usually in combination with either goal-setting or self-directed behavior. The procedure used least often to begin IGM was adult-child conferences for independent reading. Ten of the 16

schools added one or more procedures to those used to start the program. Thus, 14 schools were using the tutoring procedure; 11 were using the self-directed and goal-setting procedures; and 10 were using the reading procedure. Two schools were using fewer of the IGM procedures than they had started with, and four had added no new procedures since the IGM program was begun (one of these schools described itself as beginning with all four procedures, and continuing with all four). Seven had implemented all four procedures at the time the survey was conducted, although one school reported that the fourth procedure, tutoring, was faltering.

Not surprisingly, length of time required to implement the IGM program (in its entirety or only in part) was an extremely variable estimate. For example, one school with all four procedures in use stated that the implementation process for all four procedures had taken one year; in contrast, another school using all four procedures described the implementation process as requiring two and a half years. Typically, however, schools using one or two of the four procedures stated that an entire year was necessary for implementation. If additional procedures were then added, another full year was devoted to implementation. Only one of the 16 schools (a school using two of the four procedures) estimated that only six months had been required for implementation of their IGM program.

Columns six, seven, and eight of Table 2 summarize descriptive information concerning conditions of use of the IGM procedures. In general, it is apparent that schools describing themselves as using a procedure do so on a regular basis, typically once a week or more. Procedures were, in general, incorporated into curriculum areas consistent with the suggestions of the IGM text.

The number of children involved in a procedure (column seven) also varied a great deal, depending on the procedure. Many schools simply stated that the procedure was used on a school-wide basis, in general, with the number of children participating in a procedure varying considerably over the course of the school year.

USER EVALUATION OF IGM

In Table 3, summary data are presented relevant to user evaluation of IGM procedures, problems encountered, and reported success factors in implementation. Schools were asked whether or not the IGM procedures had been modified and to identify the procedure used most frequently. Column two of Table 3 indicates that most schools reported modifications of the procedures. As column three shows, among the 16 schools no pattern emerged suggesting any single procedure was used more frequently. Across the four procedures, three were selected about equally often as the procedure used most frequently (adult-child reading conferences was selected least often). These data were also based on schools using a single procedure. When asked to identify the procedure used least often, again no pattern emerged (column four). All procedures were selected about equally often as the one in least frequent use.

TABLE 3

USER EVALUATION OF IGM

1 School	2 Modification	3 Procedure Used Most	4 Procedure Used Least	5 Procedure Perceived Most Effective	6 Procedure Perceived Least Effective	7 Major Implementation Problems	8 Success Factors
1 Size: Medium SES: Lower Mid. Loc.: Suburb State: Calif.	All, to some extent	Tutoring	Self-Directed (not used)	Tutoring	Goal-Setting	Lack time Scheduling Teacher follow through	Continuous involvement of resource teacher Commitment of staff
2 Size: Large SES: Lower Loc.: Suburb State: Calif.	Yes, to meet needs of students	Goal-Setting Tutoring Self-Directed	Reading	Self-Directed	Reading	Timing	Parent cooperation Support of principal
3 Size: Medium SES: Middle Loc.: Town State: Conn.	—	Reading	Tutoring	Reading	Tutoring	Space Scheduling	Competent volunteers Guidance counselor for training
4 Size: Small SES: Lower Mid. Loc.: Sm. City State: Idaho	Yes, to meet needs of students and school	Self-Directed	Tutoring	Self-Directed	Tutoring	Training teachers/Time Schedules	Enthusiasm of principal and staff
5 Size: Small SES: Lower Loc.: Sm. City State: Mass.	No	Self-Directed	Reading	Self-Directed and Goal-Setting	Tutoring	Time Scheduling	Support of principal and enthusiasm of staff
6 Size: Small SES: Low-Mid. Loc.: Sm. City State: Mass.	Yes, somewhat	Self-Directed	—	Self-Directed	Reading	Self-Directed difficult to implement as to time and schedules Teacher apprehension	Commitment of staff

TABLE 3 (continued)

USER EVALUATION OF IGM

1 School	2 Modification	3 Procedure Used Most	4 Procedure Used Least	5 Procedure Perceived Most Effective	6 Procedure Perceived Least Effective	7 Major Implementation Problems	8 Success Factors
7 Size: Small SES: Low-Mid. Loc.: Sm. City State: Missouri	Some	Tutoring	Self-Directed	Tutoring	Reading	Time Teacher apprehension More training in Self-Directed Teacher training in small group process IGM seen as "step-child" Manual does not get training done	Support of principal Teacher perception of IGM as part of IGE IGM committed to keep up with program
8 Size: Small SES: Low-Mid. Loc.: Sm. Town State: N.J.	Yes, all somewhat, especially reading	Goal-Setting	Reading	Goal-Setting	Reading	Time Teacher follow through Need more professional input in Self-Directed	Success with IGE Teacher creativity Local Guidance Center (using services of)
9 Size: Medium SES: Low & Mid. Loc.: Suburb State: Utah	No	Reading	—	Reading	—	Time If seeking one procedure, whole agenda confusing	Principal dedication Implement IGM after IGE well-established Good follow-up

TABLE 3 (continued)

USER EVALUATION OF IGN

1 School	2 Modification	3 Procedure Used Most	4 Procedure Used Least	5 Procedure Perceived Most Effective	6 Procedure Perceived Least Effective	7 Major Implementation Problems	8 Success Factors
13 Size: Medium SES: Middle Loc.: Sm. City State: Wisc.	Yes, all to some extent	Goal-Setting	Self-Directed	Goal-Setting and Tutoring equally	Reading Self-Directed	Getting, keeping teacher involvement Self-Directed not well understood by teachers; procedural resources needed; additional understanding of motivation Difficulties in scheduling	Counselor devotes full time to implementation in cooperation with committee of five teachers Principal's commitment
14 Size: Large SES: Full range Loc.: Suburb State: Wisc.	Yes	Tutoring	--	Tutoring	--	Identifying tutors Matching children Time/scheduling	Tutor materials good Positive attitudes of teachers
15 Size: Medium SES: Lower Mid. Loc.: Suburb State: Illinois	Yes	Tutoring	Goal-Setting	Tutoring and Self-Directed equally	Goal-Setting	Time/scheduling	Good inservice education IGE well-established first Commitment of principal
16 Size: Small SES: Lower Mid. Loc.: Sm. Town State: Minn.	Yes	Goal-Setting and Self-Directed	Tutoring	Goal-Setting	Reading	Scheduling Program management Making sure teachers see need	Commitment of administration Availability of adult aides

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TABLE 3 (continued)

USER EVALUATION OF IGM

1 School	2 Modification	3 Procedure Used Most	4 Procedure Used Least	5 Procedure Perceived Most Effective	6 Procedure Perceived Least Effective	7 Major Implementation Problems	8 Success Factors
10 Size: Small SES: Low & Mid. Loc.: Suburb State: Utah	Yes, somewhat	Self-Directed	Tutoring	Self-Directed	—	More inservice for implementors Time Workshop in school poorly planned Getting teachers to conduct small group discussions	Implement one procedure at a time Fully inform parents Commitment of teachers
11 Size: Large SES: Lower Mid. Loc.: Suburb State: Utah	Yes, somewhat	Tutoring	—	Tutoring	—	Keeping teacher momentum Lost unit leader supporting program	Parent support Have committed teacher, other than unit leader, in each unit
12 Size: Medium SES: Middle Loc.: Sm. Town State: Wisc.	Yes, all to some extent	Goal-Setting and Reading	Tutoring	Goal-Setting and Reading equally	Tutoring	Record-keeping Loss of high school volunteers as tutors Slow readiness of teachers to implement Self-Directed Need for more regular, systematic basis for Self-Directed Behavior	Adequate staff or volunteer help Thorough inservice education

Judgments Concerning Effectiveness of the Four Procedures

Columns five and six of Table 3 summarize respondents' perceptions of most effective and least effective IGM procedures. These data indicate that the tutoring, goal setting, and self-directed behavior procedures were chosen as most effective about equally often. The adult-child reading conferences procedure was most often selected as the least effective procedure. However, when the respondents were given forced choices, the results were somewhat different.

Each respondent was asked to rate each of the four procedures in terms of effectiveness in producing desired motivational changes in students. A five-point rating scale, ranging from one ("very effective") through five ("not effective") was used for each of the procedures. The mean ratings for each procedure were as follows: goal setting, 1.80 (N=10); self-directed behavior, 1.95 (N=12); reading, 2.16 (N=16); tutoring, 2.31 (N=13). The varying number of respondents reflects the fact that a school rated only the procedures with which it had had experience. Although the number of respondents rating each of the procedures was relatively small and all the mean ratings tended to fall at the high end of the rating scale, these data suggest that the procedure judged to be most effective was goal-setting, followed very closely by self-directed behavior; reading was third in effectiveness and tutoring was last. The mean ratings for goal-setting and self-directed behavior, which were very close, indicated that these two procedures were judged highly effective. The mean ratings for reading and tutoring which were also very close, indicated that these two procedures were judged to be somewhat less effective in producing motivational change.

In addition to the rating scales, subjective comments were solicited concerning reasons for effectiveness and ineffectiveness of procedures. These comments were quite variable from school to school and highly dependent on which procedure had been selected as most effective and least effective. Reasons for a procedure's effectiveness tended to focus on: suitability for the school's particular needs; self-containment of the procedure; flexibility in implementation and use; simplicity and straightforwardness; immediacy of assessing motivational change; teacher understanding of the procedure (especially in reference to goal-setting); and personal interests of the principal. These descriptive comments were, of course, most often in reference to the two procedures receiving the highest mean effectiveness ratings: goal-setting and self-directed behavior.

Reasons for a procedure being judged relatively less effective clustered very heavily around lack of time and scheduling problems. Other reasons for ineffectiveness were: motivational change took longer and was more difficult to evaluate; dependency on an adult's effectiveness (cited in reference to adult-child reading conferences); goals were often not clear (cited in reference to self-directed behavior). All of these descriptive comments referred most often, of course, to the two procedures receiving relatively lower mean effectiveness ratings: adult-child reading conferences and tutoring. It is probably informative, though perhaps not too surprising, that the two procedures receiving the lowest mean effectiveness ratings in-

volved considerable coordination, organization, less visible benefits, and, in the case of reading, required supplementary staff.

It should be pointed out, however, that a given procedure could be judged most effective in one school and least effective in another, depending on the particular experiences of the school. For example, adult-child reading conferences was selected as the most effective motivational procedure in one school, primarily because the school reported that it enjoyed a great deal of enthusiastic parent cooperation. In contrast, another school selected reading as the least effective motivational procedure because it was so dependent on parent (or volunteer) cooperation and effectiveness. As another example, one school stated that the reason for self-directed behavior being its most effective procedure was that teachers readily appreciated and understood the ideas underlying the procedure. Another school, however, selected self-directed behavior as its least effective procedure because it required additional training and much more understanding on the part of teachers.

Problems and Difficulties in Implementing the Four Procedures

Respondents were asked to rate each of the motivational procedures on a five-point scale ranging from one ("easy to implement") through five ("difficult to implement"). In order of ease of implementation, the procedures received the following mean ratings: goal setting, 1.95 (N=10); adult-child reading conferences, 2.77 (N=9); self-directed behavior, 2.79 (N=12); and tutoring, 2.88 (N=13). The varying number of respondents reflects the fact that a school rated only the procedures it had actually implemented. These ratings indicate that the goal-setting procedure was judged considerably easier to implement than the other three procedures. The mean ratings for tutoring, reading conferences, and self-directed behavior clustered closely together and indicated comparatively more implementation difficulties.

Comments were solicited from each respondent indicating more precisely the nature of implementation problems associated with each procedure. These data are briefly summarized in column seven of Table 3. Column eight briefly summarizes factors perceived by these respondents to be important determinants of their successful implementation and use of IGM.

In terms of number of specific problems mentioned, fewest difficulties were reported for goal setting, and all had reference to timing, scheduling, and record-keeping. The problems encountered in implementation of the tutoring procedure were, in order of frequency with which they were reported: timing and scheduling; training tutors; inadequate understanding of the tutoring procedure on the part of teachers; lack of teacher commitment to the procedure; and availability of tutors (in those schools not using children themselves as tutors). All of the reported problems associated with adult-child conferences for reading were related to timing, scheduling, and the need for supportive staff. Compared to the three preceding procedures, more problems were described in association with the self-directed behavior procedure. Although timing and scheduling diffi-

culties were also reported in reference to implementing and using this motivational procedure, most of the difficulties cited by respondents focused on teacher apprehension and lack of understanding of the procedure and its conduct. Needs for additional resources, materials, and evaluation tools were also mentioned.

Sample Resolutions to Implementation Problems.

The interview schedule also requested information about how the problems and difficulties cited in relation to use of each motivational procedure were managed or handled. It is instructive that seven of the schools indicated only that they were in the process of coping with specific problems. This was particularly true when timing and scheduling difficulties, mentioned so frequently, were the problems reported. In addition, some of the more general problems, for example difficulties associated with lack of teacher understanding of a particular procedure, were most often simply cited and seldom paired with a satisfactory solution. A number of schools did, however, indicate specific and presently satisfactory solutions to specific problems.

The timing and scheduling difficulties, encountered in association with goal-setting, were met, in general, by more attention to paperwork organization and discussion and ordering of priorities. For example, schools mentioned the following ways of coping: "we established a card file"; "objective writing and evaluation were built into the scheduling of goal-setting as a priority"; "scheduling is done in class at homerooms"; "we eliminated all unnecessary paperwork"; "work only with those students needing help most."

Specific problems associated with tutoring were handled in various ways by different schools. Scheduling problems were met by: "arranging that tutors and tutees had reading at the same time"; "a committee discusses and mediates scheduling problems"; "tutoring is limited to those children needing help most"; "tutoring sessions are planned with teachers at team meetings, schedules are set up, and children are then assigned by the pupil's teacher and resource teachers." Communication problems between the teacher of a tutor and the teacher of a tutee were handled by: "forms to make explicit why the specific child is needed in the tutoring program", "a card system enabling teachers to keep track of tutors' whereabouts and absentee problems"; "conferences held periodically for all teachers involved."

Problems associated with selecting and providing inservice and feedback for volunteers in the adult-child reading conferences procedure were met in one school by assigning to one IGM committee member responsibility for contacting and inviting the volunteers to school to overview the procedure. In this same school, the volunteer had an opportunity to observe the child and talk with the teacher. Coffee hours with volunteers were held and the volunteers met with the entire unit regularly during the eight-week period when the reading procedure was in use. Another school reported that the problem of limited parent participation was resolved when an effort

was made to make more home visits.

Schools using and encountering specific problems with the self-directed behavior procedure mentioned solutions of the following sort: teacher understanding and commitment were handled "through self-esteem workshops"; "delaying initiation of the program until all staff indicated readiness"; and providing "detailed instruction for teachers as to where in the social studies program this procedure fits in." One school reported that teacher commitment problems in self-directed behavior (and goal-setting) were being handled by a concentrated emphasis on pairing the importance of IGM with IGE.

Rewarding and Frustrating Experiences Associated with IGM Implementation

Open-ended descriptions of rewarding experiences associated with the IGM program were also requested of respondents. The following general and specific statements were typically elicited by this question on the interview schedule: "improvement of a child's self-concept when tutoring"; "responsibility assumed by child tutors"; "involvement of the community"; "strengthening of home-school relations"; "growth in children's self-direction and self-esteem"; "watching a procedure work well"; "observation of a child successfully setting and achieving a goal"; "open communication between students and advisor"; "carry-over of procedures into other curriculum areas"; "growth of teachers' understanding of children in the affective domain, as well as in the cognitive."

The following general and specific responses were generated by an open-ended invitation to describe frustrating experiences in the use of IGM: "teacher failure to follow through and observe schedules"; "observing retrogression in a child"; "poor awareness on the part of teachers of IGM goals"; collapse of our tutoring program"; "having IGM viewed by teachers as secondary to reading and math--as a step-child to the cognitive domain"; "scheduling and timing problems"; "realizing that an IGM procedure may not work for every child."

Specific and General Advice to Schools Planning to Implement IGM

Two open-ended questions on the interview schedule solicited from respondents: (1) specific advice, based on their experiences, about how to ensure success in implementation and use of each of the procedures, and (2) general advice that might be useful to a school planning to implement IGM.

In order to successfully implement the goal-setting procedure, the following statements were inclusive of those made by respondents in schools using this procedure: "tailor to suit the needs of your school's students"; "get the best possible inservice training"; "relate to the overall IGE program"; "build in written logs and unit evaluations"; "involve teachers in setting up the program and evaluation"; "use goal-setting as a total unit goal"; "present goal-setting at a large group and re-evaluate quarterly as a large group";

"make it a part of the regular instructional program"; "set up the procedure so that not every child is necessarily involved at first."

In order to successfully implement the tutoring procedure, the following statements were made by respondents in schools using this procedure: "have one person on staff do the training"; "assign children quickly to areas where success is guaranteed so the tutor gets gratification, as well as the tutee"; "have one coordinator to follow through"; "keep the age range between tutor-tutee pairs significantly different"; "plan ahead for the necessary paperwork between teachers and plan for frequent follow-up with tutors"; "assure that the tutor-tutee pairs are carefully matched."

The following advisory statements were made by respondents in schools using the adult-child reading conferences procedure: "try using this procedure with a library program"; "aides and volunteer parents can be used very effectively in this procedure"; "have a coordinator to supervise and follow through"; "involve all parents if possible and make home visits to explain the program"; "adults--parents and aides--should receive feedback with which to assess the progress of the conferences."

Statements of advice concerning implementation and use of self-directed behavior were as follows: "use daily in the classroom"; "give teachers prior experience in role-playing"; "build in written logs and unit evaluations to the conduct of the procedure"; "approach from the preventive point of view rather than as crisis intervention"; "ensure regular scheduling in a curriculum area."

A variety of statements were generated when respondents were asked to provide general advice, based on their experiences, to schools planning to implement IGM. In order to fully convey their content and scope, all responses from the 16 schools surveyed are quoted as follows: "involve all teachers and get commitments from each"; implement one procedure at a time"; "make sure inservice training has been effective"; "be certain of overall commitments on the part of the school staff"; "workshops must be attended initially"; "know the program and know your school--then fit them together"; "see the films,s, get teacher reactions, and then set up your program around teacher suggestions"; "go slowly"; "read the manual"; "show the staff how IGE can be supplemented by IGM"; "make the program a priority for a specific school year"; "evaluate the program's progress semi-annually"; "implement one procedure at a time with any given unit"; "provide ample time for inservice free from pressures and at a time when children are not likely to compete for teachers' attention"; "give staff a voice in selection of procedures"; "fully inform parents about what your school is doing"; "start planning a year in advance"; "get into a school using IGM and observe how they do it"; "realize that the principal's concept is a critical factor in successful implementation"; "have a person in each unit designated to give leadership input to the IGM program"; "understand the principles and teacher behaviors first -- before getting into the procedures"; "arrange for values clarification--clarify the need for IGM"; "make the program available in such a way that IGM is seen as a separable package"; "understand that the attitudes of teachers are very important to successful implementation";

"a school should feel it has the options as to how to start IGM and not every teacher should be held responsible for implementing a procedure."

III

THE SECOND IGM UTILIZATION SURVEY

PURPOSE OF THE SECOND SURVEY

Between the spring of 1972 and the fall of 1975 the Wisconsin Research and Development Center for Cognitive Learning conducted several IGM leadership workshops for local school personnel, teacher educators, and personnel from state and intermediate education agencies. As of the spring of 1975, slightly more than 740 persons had attended such workshops. Table 4 shows the number and percentages of persons representing the various professional roles in attendance at the workshops. The finding in the first survey that there were such few schools that qualified to be included in the sample was surprising in light of the numbers of persons in attendance at the workshops. Therefore, in the fall of 1975, the second IGM utilization survey was conducted in order to determine the extent to which workshop participants were involved in implementing IGM. The information sought in this survey focused primarily on access to IGM materials, frequency of use of the materials, and quality ratings of the materials. A secondary focus of the survey was to obtain information from teacher educators regarding the extent to which the IGM program was being presented in teacher education courses.

METHODS

The Interview Materials

A brief questionnaire for teachers, principals, and central office staff was devised to obtain information in the following areas: (1) actual or planned access to or purchase of IGM print and film materials; (2) actual or planned implementation of the four IGM procedures; (3) identification of an "IGM expert" in a school; (4) judgments regarding frequency of use of the IGM print and film materials; (5) judgments regarding quality of IGM print and film materials; and (6) opinions regarding which IGM print and film materials would benefit from changes. A total of eight specific and rating scale items comprised the questionnaire which is included in Appendix C.

A second and equally brief questionnaire was contructed to obtain information from teacher educators. Information was sought concerning: (1) courses devoted entirely or in part to presenting the IGM system at the college level; (2) judgments regarding effective-

TABLE 4

PROFESSIONAL ROLES REPRESENTED AT IGM WORKSHOPS

	Number In Attendance	Percent of Total	Number Sampled For Second Survey	Percent Sampled
Teachers	362	.49	108	.30
Principals	122	.16	45	.37
Central Office Personnel	96	.13	33	.34
Teacher Educators	118	.16	27	.23
State and Intermediate Agency Personnel	44	.06	Not Surveyed	
TOTALS	742	1.00	213	.29

ness of the IGM materials in teaching IGM at the college level; (3) assessments of student understanding of the IGM procedures and perception of the importance of IGM; (4) assessments of which procedure(s) students perceived as easiest and most difficult to implement in a school; (5) opinions regarding potential usefulness of an IGM college-level text; and (6) opinions about which, if any, of the IGM print and film materials should be changed to improve college-level teaching of the IGM system. The questionnaire directed to teacher educators is included in Appendix D.

The Interview Sample

The criterion for becoming part of the interview sample in the second survey was attendance at an IGM workshop during 1972, 1973, 1974, or 1975. As described earlier, records showed that across the United States, 742 persons had attended an IGM workshop during the four years. In order to reduce the number of respondents to be included in the second survey to a manageable size, approximately one-third of the teachers, principals, and central office personnel were randomly selected from the attendance records (see Table 4). Thus, names of 108 teachers, 45 principals, and 33 central office personnel attending the workshops were included in the second survey. Of the teacher educators, 27 were included in the sample.

Survey Procedures

The second survey was conducted entirely by telephone in September of 1975. Two trained male interviewers contacted, and, if available, administered the questionnaire to the major survey sample of 186 teachers, principals, and central office personnel. Teacher educators were contacted by telephone by two of the authors of this report. The procedure, given successful telephone contact with the interviewee, involved a brief explanation of the survey's purposes, a request for the interviewee's participation, and administration of the questionnaire requiring approximately ten minutes.

RESULTS

Sample Size

Not all potential interviewees could be successfully reached by telephone, primarily because a number of individuals comprising the survey sample had moved and addresses were unknown or not readily available. Eighty-one of the 108 teachers, 32 of the 45 principals, and 20 of the 33 central office personnel were successfully contacted by telephone, and all agreed to cooperate in the survey. Sample size in the second survey was thus reduced to 133 individuals representing 21 states. The 113 principals and teachers participating in

the survey represented 90 different schools. Only 11 of the teacher educators were reached by telephone and responded to the teacher educator questionnaire. (Many faculty could not be contacted because fall classes had not yet resumed and faculty had not yet returned to their campuses in mid-September.)

Second Survey Findings for Teachers, Principals, and Central Office Personnel

Tables 5 to 10 are organized to follow the presentation of the questionnaire items and to summarize results for teachers, principals, and central office personnel. The number and percentage of respondents answering each item is presented. For the two questions which required a rating scale judgment, mean ratings are presented in Tables 8 and 9.

Actual or Planned Access to IGM Materials

Table 5 shows that 40 teachers (49%), 21 principals (66%), and 16 central office staff (80%) reported that their schools had purchased or had access to IGM materials. Thus, 58% of the entire sample had obtained access to IGM materials. Of the 56 remaining respondents in schools with no present access to IGM materials, 8 teachers (10%), 3 principals (9%), and one central office staff member (5%) stated that their schools planned to obtain access to IGM materials. Combining these data reveals that 48 teachers (59%), 24 principals (75%), and 17 central office staff personnel (85%) already had or planned to obtain access to IGM materials. Thus, 67% of the entire sample had obtained or planned to obtain access to IGM materials. (It should be noted that a small degree of overlap of schools is represented both across and within categories of interviewees. That is, the 81 teachers represented 71 different schools and the 32 principals represented 19 additional and different schools, for a total of 90 schools.)

Table 5 also indicates that access to specific print and film IGM materials was fairly uniform. The largest percentage of teachers reported that they had had access to the Tutoring Can Be Fun book (Klausmeier, Jeter, & Nelson, 1973); the largest percentage of principals reported access to the IGM text, followed closely by the Tutoring Can Be Fun book and the Overview film.

Implementation of IGM Procedures

As shown in Table 6, present implementation of one or more IGM procedures was reported by 30 teachers (37%), who represented 26 different schools; 16 principals (50%) representing 11 additional schools; and 14 central office staff (70%). Among teachers and principals, 37 different schools had implemented IGM. For all three interviewee categories, tutoring was consistently the procedure implemented most frequently. For all three interviewee categories, the adult-child reading conferences was the procedure implemented next in

TABLE 5

SURVEY II RESULTS: ACTUAL OR PLANNED ACCESS TO IGM MATERIALS

"Has your school purchased or had access to any IGM materials?"

	Teachers (N=81)		Principals (N=32)		Central Office (N=20)	
	N	%	N	%	N	%
Yes	40	49	21	66	16	80
Print						
IGM Text	27	33	19	59	11	55
Tutoring Can Be Fun	33	41	18	56	13	65
Adult-Child Reading Guide	27	33	14	44	10	50
Implementation Manual	26	32	15	47	13	65
All IGM Print Materials	22	27	15	47	10	50
Film						
Overview	28	35	18	56	13	65
Tutoring	27	33	16	50	13	65
Self-Directed Behavior	26	32	15	47	13	65
Goal-Setting	26	32	17	53	13	65
Reading	25	31	16	50	13	65

"Do you plan to obtain access to any IGM materials?"

	Teachers (N=81)		Principals (N=32)		Central Office (N=20)	
	N	%	N	%	N	%
Yes	8	10	3	9	1	5
IGM Print Materials	5	6	2	6	-	-
IGM Film Materials	4	5	0	0	-	-

TABLE 6

SURVEY II RESULTS: PRESENT OR PLANNED IMPLEMENTATION OF IGM PROCEDURES

"Is your school presently implementing any IGM procedures?"

	Teachers (N=81)		Principals (N=32)		Central Office (N=20)	
	N	%	N	%	N	%
Yes	30	37	16	50	14	70
Tutoring	26	32	14	44	12	60
Goal-Setting	15	19	9	28	8	40
Reading	17	21	11	34	9	45
Self-Directed Behavior	13	16	7	22	4	20
All Four	8	10	5	16	2	1

"Do you have plans to implement any IGM procedures?"

	Teachers (N=81)		Principals (N=32)		Central Office (N-20)	
	N	%	N	%	N	%
Yes	10	12	4	13	0	0
Tutoring	5	6	1	3	0	0
Goal-Setting	4	5	3	9	0	0
Reading	4	5	4	13	0	0
Self-Directed Behavior	4	5	2	6	0	0

frequency, followed by goal-setting. The procedure implemanted least often, as reported by teachers, principals, and central office staff, was self-directed behavior. Implementation of all four motivational-instructional procedures was reported by eight teachers (10%); these teachers represented seven different schools. Implementation of all four procedures was reported by five principals (16%), who represented three schools in addition to the seven represented by teacher interviewees.

Plans to implement one or more of the IGM procedures were indicated by 10 teachers (12%), four principals (13%), and no central office personnel. Implementation plans were distributed fairly uniformly across the four IGM procedures.

Combining these data results in 40 teachers (49%) reporting actual or planned implementation of IGM, 20 principals (63%), and 14 central office staff (70%). The reverse of these data indicates, of course, that 51% of the teachers, 37% of the principals, and 30% of the central office interviewees were not presently implementing IGM procedures in their schools, nor did they have plans to do so.

IGM Leadership Role in the Schools

Table 7 summarizes the number and percentage of interviewees who reported identification of an IGM leader in their schools. Twenty-one teachers (53%), 14 principals (70%), and 10 central office staff (50%) from schools presently implementing IGM or planning to do so, reported that an individual, most often in the "principal" or "other" (usually a unit leader or teacher) category, had been identified to take a leadership role.

Frequency of Use of IGM Materials

Table 8 shows the mean ratings for frequency of use of IGM materials. Respondents indicated on a five-point scale, ranging from one ("once or rarely") to five ("very often or regularly") the frequency with which they used specific IGM print and film materials. (The varying N presented with each mean rating reflects the fact that not all respondents had had any contact with IGM materials subsequent to attendance at an IGM workshop.) In general, mean ratings indicate a rather low frequency of use for IGM materials. Across all three categories of interviewees, however, a consistent result was that the IGM print materials were used considerably more often than the IGM films. For the teachers, the highest mean rating for frequency of use was the Tutoring Can Be Fun book, followed by A Guide For Adult-Child Reading Conferences (Jeter, Nelson, & Klausmeier, 1973). Least used by teachers was the implementation manual. Among principals, the IGM print material in most frequent use was also the Tutoring Can Be Fun book, although the implementation manual was used with about equal frequency. Least used by principals was A Guide for Adult-Child Reading Conferences. Central office staff gave the highest mean fre-

TABLE 7

SURVEY II RESULTS: IGM LEADERSHIP ROLES IN THE SCHOOL

"Has your school identified an IGM leader?"

	Teachers (N=81)		Principals (N=32)		Office (N=20)	
	N	%	N	%	N	%
Yes	21	53	14	70	10	50
Principal	3	3	8	25	3	15
Guidance Counselor	3	3	0	0	2	1
Other	12	14	6	24	5	25

TABLE 8

SURVEY II RESULTS: RATED FREQUENCY OF USE OF IGM MATERIALS

	Teachers (N=81)		Principals (N-32)		Central Office (N=20)	
	$\bar{X}$	(N)	$\bar{X}$	(N)	$\bar{X}$	(N)
Print						
Text	2.36*	(30)	2.41	(17)	3.65	(5)
Tutoring Can Be Fun	2.96	(32)	2.76	(17)	3.42	(7)
Adult-Child Reading Guide	2.50	(30)	1.80	(15)	3.25	(4)
Implementation Manual	2.32	(28)	2.75	(16)	2.33	(6)
Film						
Overview	1.53	(30)	1.82	(17)	1.57	(7)
Tutoring	1.59	(29)	1.87	(15)	2.57	(7)
Self-Directed Behavior	1.35	(26)	1.60	(15)	2.28	(7)
Goal-Setting	1.31	(26)	1.93	(15)	1.71	(7)
Reading	1.27	(26)	1.47	(15)	1.71	(7)

*The higher the mean rating, the more frequent the use.

quency of use rating to the IGM text, lowest to the implementation manual.

Across all categories of interviewees, the film generally receiving the highest, or a very high, mean rating for frequency of use was the tutoring film. Similarly, all respondents gave the lowest, or a very low, rating for frequency of use to the reading film. In general, all respondents indicated by their ratings that the IGM films were not used as often as the print materials.

Quality of IGM Materials

Each respondent was requested to rate the quality of IGM print and film materials on a five-point scale, ranging from one ("poor") to five ("excellent"). Table 9 summarizes the mean ratings and the number of respondents on which the mean is based. The overall quality of IGM materials was apparently judged to be very good by all interviewees. Among the specific materials, the highest rating, in general, was given to the IGM text. For all interviewees, the tutoring film was consistently rated the highest in quality, in comparison to the other four films. The films receiving the lowest mean ratings for quality were reading and goal-setting, with the self-directed film and the overview film receiving intermediate mean ratings. In general, teachers gave somewhat higher mean ratings to all of the films than either principals or central office personnel.

Changes in IGM Materials

The number and percentage of respondents suggesting changes in the various IGM materials are presented in Table 10. Compared to the print material, more changes were recommended in the IGM films. The three films in which most interviewees felt that changes should be made were those dealing with goal-setting, reading, and self-directed behavior.

Survey Findings for Teacher Educators

Of the 11 teacher educators contacted by telephone for the second survey, three were presently offering a course devoted entirely to teaching Individually Guided Motivation and one educator was presently teaching IGM as part of another course. Five additional respondents stated plans to include material on the IGM program in a future course. All four respondents presently teaching IGM reported equal attention to teaching all four procedures.

TABLE 9

SURVEY II RESULTS: RATED QUALITY OF IGM MATERIALS

	Teachers (N=81)		Principals (N=32)		Central Office (N=20)	
	$\bar{X}$	(N)	$\bar{X}$	(N)	$\bar{X}$	(N)
All Materials	4.00*	(35)	3.81	(16)	4.45	(11)
IGM Text	4.05	(30)	4.06	(16)	4.11	(9)
Film						
Overview	3.63	(27)	3.27	(15)	3.14	(7)
Tutoring	3.93	(30)	3.38	(13)	3.71	(7)
Goal-Setting	3.12	(28)	2.92	(13)	2.42	(7)
Reading	3.39	(27)	2.45	(11)	2.57	(7)
Self-Directed Behavior	3.54	(26)	3.08	(13)	3.28	(7)

*The higher the mean rating, the higher the quality rating.

TABLE 10

SURVEY II RESULTS: CHANGES IN IGM MATERIALS

"In which IGM materials would you recommend change?"

	Teachers (N=81)		Principals (N=32)		Office (N=20)	
	N	%	N	%	N	%
Print						
Text	4	5	1	3	0	0
Tutoring Can Be Fun	1	1	2	6	1	5
Adult-Child Reading Guide	4	5	2	6	2	10
Implementation Manual	2	2	1	3	1	5
Film						
Overview	5	6	3	9	3	15
Tutoring	6	7	4	13	3	15
Self-Directed Behavior	9	11	7	22	5	25
Goal-Setting	17	21	7	22	6	30
Reading	9	11	4	13	6	30

Effectiveness of IGM Materials in College-Level Teaching[1]

Those educators presently teaching IGM rated the print and film materials on a five-point scale ranging from one ("not effective") to five ("very effective"). Mean ratings for IGM print materials were as follows: College Instructor's Guide (Klausmeier & Katzenmeyer, 1973), 3.66; IGM text, 4.50; Tutoring Can Be Fun, 5.00; A Guide for Adult-Child Reading Conferences, 4.00. Mean ratings for IGM films were as follows: overview, 3.66; tutoring, 4.00; self-directed behavior, 4.25; goal-setting, 3.50; and reading, 3.50.

Respondents also gave a mean rating of 3.50 when asked to rate all IGM materials as to adequacy in teaching the six motivational principles on a five-point scale ranging from one ("inadequate") to five ("very adequate").

It was also estimated by the teacher educators presently teaching IGM that between 80 and 100 percent of their students would be able to implement the procedures after classroom study. A mean rating of 4.60 was obtained when respondents were requested to rate student attitudes toward implementing IGM in schools on a five-point scale ranging from one ("not very important") to five ("very important").

Student Understanding of IGM Procedures

Three procedures were selected by respondents teaching IGM as easiest for students to understand: tutoring, reading, and goal-setting. Two procedures were selected equally often as those perceived by students as potentially easiest to implement in a school: tutoring and goal-setting. Self-directed behavior was identified as the single procedure teacher educators felt their students had most difficulty in understanding and was also perceived by students as potentially the most difficult to implement in a school.

College-Level Text on Individually Guided Motivation

Teacher educators were requested to rate usefulness of a more extensive college-level IGM textbook on a five-point scale ranging from one ("not necessary") to five ("very useful"). The mean rating of 3.20, based on ratings of five respondents, seemed to indicate only a moderate need for such a text.

Changes in IGM Materials

Most respondents identified no materials that should be changed for college-level teaching purposes. However, two teacher educators selected A Guide for Adult-Child Reading Conferences and one selected the implementation manual as print materials in which they would like to see changes. The IGM overview film was identified by one educator and the reading film by another as audio-visual materials in which they would like to see changes made.

[1] All survey results for teacher educators must be evaluated in light of the very small sample size.

IV

SUMMARY AND CONCLUSIONS

OVERVIEW

Two surveys were conducted to obtain information about the utilization of IGM in schools across the country. The first survey was conducted in the spring of 1975 to ascertain from a small number of representative schools the factors and conditions contributing to successful implementation of IGM. Such information was considered helpful for giving guidance to other schools that may wish to implement the program. Fewer schools than expected met the criterion for inclusion in the sample.

Consequently, a second survey was conducted in an attempt to discover why so few school staffs met the criterion for inclusion in the first survey when over 740 persons had participated in IGM leadership workshops. In this survey, a randomly selected sample of workshop participants were interviewed by phone to determine their access to IGM materials and their perceptions of the quality of the materials.

In the remainder of this chapter attention will focus first on a summary of the findings of the two surveys. Second, implications for in-school implementation of IGM will be drawn from an analysis of the findings of the surveys. Finally, attention will be given to some of the factors which may have influenced what appears to be a relatively low rate of utilization for IGM.

SUMMARY OF SURVEY FINDINGS

The First Survey

The first survey obtained extensive information in a few schools about factors contributing to successful implementation. Data were gathered relative to the conditions of use of the four motivational-instructional procedures, effectiveness of the procedures in producing desired motivational changes, and difficulties encountered in implementing and using each of the procedures. The major findings were as follows:

1. Fewer schools than anticipated met the criterion for inclusion in the first survey. Sixteen schools were identified for this survey, seven of which had implemented all four procedures.
2. On the basis of in-depth interviews, a number of factors were

identified as critical to successful implementation. The quality of inservice education was consistently assigned the greatest importance. Attitudes and commitment of the principal and teachers, flexibility in use of the procedures, and understanding the relation between motivational processes and instruction were other very important factors.

3. School staffs which felt successful in their implementation of IGM indicated that they followed very closely the suggestions and guidelines for implementation and conduct as set forth in the IGM text and materials. All of these schools had a person identified as responsible for leadership in managing the IGM program.
4. All procedures were highly rated in terms of their effectiveness in producing motivational changes in children. Although the number of respondents was small, the procedure judged most effective was goal-setting. Effectiveness of a procedure seemed in large part determined by: teacher understanding of the procedure; self-containment of the procedure (i.e., there was no need for supplementary staff); and immediacy of assessing motivational change. Ineffectiveness of a procedure was judged to be largely due to: scheduling and organizational difficulties; dependency on volunteer staff effectiveness; length of time and difficulty in evaluating motivational changes; and lack of teacher understanding of a particular procedure.
5. A variety of problems was reported in association with the implementation and conduct of each of the procedures. Most problems were concerned with: scheduling and timing; teacher commitment and follow-through; and need for supportive staff. Most schools reported satisfactory management of these problems. Compared with the other three procedures, more difficulties were described in using the self-directed behavior procedure, and these problems were less easily solved because they involved teacher apprehension and lack of understanding of the procedure and its conduct.

The Second Survey

This survey, initiated approximately six months after the first one, was conducted in an effort to obtain information about access to IGM materials from a much larger sample of school-related personnel. Major findings were as follows:

1. Of the entire sample of 133 teachers, principals, and central office staff, 58% (77 respondents) reported that their schools had either purchased or obtained access to IGM materials subsequent to IGM workshop attendance. Of the remaining 56 respondents, an additional 21% (12 respondents) stated plans to obtain access to IGM materials. Thus, of the entire sample, 89 interviewees, or 67%, had obtained or planned to obtain access to IGM materials.
2. Thirty-seven percent of the 81 teachers interviewed, 50% of the 32 principals, and 70% of the 20 central office staff stated that their schools were implementing one or more of the motivation-

al-instructional procedures. Small additional percentages of teachers and principals expressed intentions to implement at least one of the IGM procedures in the future. In order of decreasing frequency of school implementation the procedures were: tutoring, adult-child conferences for independent reading, goal-setting, and least often, self-directed behavior.

3. Of the 90 schools represented by teachers and principals in the survey, 46 (51%) had direct and immediate access to the IGM materials, and 37 (41%) had actually implemented one or more procedures. All four procedures had been implemented in ten of these schools (seven of these were schools included in the first survey).
4. In general, the print materials associated with IGM were used more often than the film materials. For both teachers and principals the Tutoring Can Be Fun book was used more frequently than the other print materials. Of the IGM films, the tutoring film was used more often than any other film.
5. Overall, the quality of the IGM materials was judged to be very good. Highest ratings were given to the IGM text.
6. Four of the 11 teacher educators interviewed were currently presenting the IGM program in college-level education courses. Five additional educators planned to do so in a future course. All IGM materials were rated as effective to very effective in college-level teaching. Respondents reported that the two procedures easiest for their students to understand and to implement in a school were tutoring and goal-setting. Educators felt the self-directed behavior procedure was the most difficult for students to understand and to implement. Only moderate interest was expressed in a more extensive, college-level IGM text. Since so few teacher educators were contacted, such findings must be regarded as tentative and suggestive.

CRITICAL FACTORS FOR IN-SCHOOL IMPLEMENTATION

Once a school determines to implement the IGM system, a number of critical factors can, at the outset, facilitate implementation efforts and exert a significant influence on the ultimate success of the program. Drawing from specific survey results, as well as more general observations by IGM users, the following factors, though probably not exhaustive, are especially important:

1. One important determinant of the success of implementation efforts in a school is conduct of the building inservice education. Inservice must be well-planned and well-organized, with sufficient time, free of distractions, to give teachers and other school staff an opportunity to explore one or more of the IGM procedures in depth.
2. The identification of an IGM coordinator at the building level is also critical to the successful adoption of the IGM program. A person (possibly in conjunction with a small committee) assuming this role takes responsibility for effecting any organization-

al and scheduling changes necessary to incorporate the procedures into the instructional program and, in general, provides leadership and focus for the program.

3. The presence of a person with expertise in motivation at the central office level or in a nearby agency assures that an individual who can provide additional knowledge and skill will be available to the staff of a school when necessary. Survey data indicated that the most successful models of implementation were represented by those schools with access to a guidance counselor or an individual with motivational expertise.
4. In general, IGE provides a facilitative environment and a positive "set" for the initial implementation of IGM. The staffs in IGE schools seemed more receptive to implementing the motivational-instructional procedures. We suspect that such is the case both because of the emphasis on individual differences and the organizational structure of IGE schools.

OTHER FACTORS RELATED TO IN-SCHOOL IMPLEMENTATION

IGM was developed as a system of four motivational-instructional procedures that would contribute to the instructional programming of a school. Presumably, IGM would be most effective when implemented as a total system by the whole staff across the entire school. It appears, however, that most schools attempting to implement IGM are not implementing the entire system across the school; rather, the typical implementation pattern is to use only one or two procedures in some parts of the school.

Survey data clearly indicated that the individual motivational-instructional procedures are not equally attractive nor implemented with equal ease. The extent to which the procedures are understood also varies. Thus, other factors are those dealing with the demands of a specific procedure, the general professional preparation and experiences of elementary school educators, and the way in-school implementation strategy is described.

With regard to the demands of the specific procedures, it is clear that some procedures fit quite easily into the instructional program--for example, goal-setting. Others require considerable organization and coordination among staff members, for example, tutoring or reading conferences (the IGE multiunit organization facilitates such requirements). The goal-setting procedure requires no additional staff, in contrast to the reading conferences procedure which usually depends on adult volunteer help.

Schools vary in the ways that they can respond to the demands of implementing a procedure. For example, schools differ in whether or not they can readily enlist good volunteers or aides and in whether or not there is available a staff member with motivational expertise. The success of a particular procedure depends on both sets of factors--those unique to the procedures and those unique to the school.

Respondents in the first survey often commented on the lack of teacher understanding of content in some of the procedures; this observation was particularly associated with the self-directed behavior

procedure. Lack of understanding was responsible, in turn, for some degree of apprehension resulting in inadequate or no implementation. It is possible that two circumstances are contributing to this situation.

The first is that some procedures, for example tutoring and reading, have a relatively longer tradition in educational practice than do others. Consequently, these procedures appear familiar and are perceived to be readily understood and easily managed. It is interesting to note, however, that the tutoring procedure, selected to begin IGM implementation most often (in the second survey), was perceived to be both the most difficult to implement and the least effective (by schools in the first survey having a year or more of implementation experience). Familiarity alone does not ensure longer-term implementation success.

The second circumstance is that motivation, as a subject, is infrequently, if at all, taught to prospective teachers or as part of staff-development activities. This deficiency may be an especially cogent factor in the implementation of a relatively unfamiliar procedure, such as self-directed behavior. It would appear, therefore, that the relatively more sophisticated school staffs or staffs highly committed to improving motivation are the ones likely to assume the risks of implementing those procedures which contain relatively unfamiliar processes or content.

Perhaps there is a need to change the "packaging" of IGM. It appears that school personnel identify with individual procedures, not with the entire system. Each procedure has something unique to offer. Packaging each procedure separately would not only create an interesting new look but would also accentuate the uniqueness of each procedure as a motivational tool with which to deal with the individual needs of children. If this were to be considered, it would require a change in the implementation strategy. For example, the four procedures might be introduced initially at an overall awareness workshop for total building staff. After a decision had been reached by teachers or teams of teachers, in-depth inservice would be offered on one or more individual procedures.

The implementation strategy should also highlight the importance of designating a person in the building to take primary responsibility for implementing IGM. Every school successfully implementing IGM in the first survey had identified such a person. The key role a building coordinator plays is revealed by examining some findings from the second survey. The IGM materials themselves, especially the films, do not appear to be used for improving motivational skills in teachers. The building coordinator in this situation assumes a key role in providing inservice and other forms of technical assistance, as well as in providing general leadership and support.

EXTENT OF IGM IMPLEMENTATION

Between July 1972 and December 1975, several IGM workshops had been held for 742 participants, 78% of whom were local school educators and 49% classroom teachers. On the basis of data collected from

participants in the second survey sample, 41% of the schools represented by the participants had implemented one or more of the IGM procedures. On the basis of the Research & Development Center's experience with other research and development based products, the percent of adoptions of IGM appears to be favorable. However, the absolute number of schools that appear to have had implemented one or more of the IGM procedures is much lower than had been expected. Three major factors may have contributed to this condition.

One factor is related to the types of roles school personnel represented at the workshops. About one-half of the participants were teachers--individuals who were not in a position to have much potent effect on a school outside their own classrooms or units. Central office staff have numerous responsibilities and limited time to assist a school staff in IGM implementation. Most teacher educators and state and intermediate agency personnel typically do not relate with school personnel to provide the type of assistance required for adoption. Successful implementation of IGM in schools might have been more widespread by 1975 if the workshops had been directed to those school personnel, especially principals and guidance counselors, most likely to have an authoritative impact on a school and to be able to provide continuous support to the staff.

A second factor is that in comparison with other products[2] from the Research & Development Center, IGM has had relatively fewer resources for dissemination and implementation efforts. There is no commercial publisher for IGM, and very little federal funding has been awarded for the implementation of IGM. Had greater support been available for disseminating information and providing implementation workshops, a greater number of persons could have been informed of IGM and its implementation increased.

A third factor which may have made a difference is related to the environment in which IGM is implemented. Implementing the total IGM system or any of the procedures will clearly generate some problems for a school staff, and prospective adopters will quickly identify many of them.

Moreover, it appears that the relative unfamiliarity with some of the content in IGM causes school personnel to be reluctant to implement some of the IGM procedures. An appropriate facilitative environment will greatly reduce anxieties relative to potential problems and encourage utilization of IGM. The fact that IGM appeared to be readily adopted in the facilitative environments of IGE schools is instructive.

The increase in attendance of teacher educators at the last three workshops held in 1975 may provide some basis for optimism regarding the extent of IGM implementation in the future. Through their course offerings to prospective teachers as well as their cooperative efforts with schools, teacher educators may have potential, as yet too early

[2] The Wisconsin Design for Reading Skill Development and Developing Mathematical Processes, and Individually Guided Education.

to assess, for increasing an understanding of motivational principles and skills. Comprehension of motivational principles, expertise in motivational practices, and a recognition of the intimate relation between motivation and instruction may be goals most effectively accomplished during the preparation of prospective teachers.

SUMMARY

Research and evaluation has shown that IGM is a viable means for teachers to increase motivation and learning in children. Attendance at the leadership workshops and at awareness sessions at various national conferences has demonstrated that interest in motivation is high. Educators are seeking ways to increase motivation, to reach the children who need the special attention that IGM offers. Repackaging the materials, altering the in-school implementation strategy, and securing appropriate persons for leadership workshops may help to increase utilization of IGM. Understanding motivational principles and their relationship to instruction and implementing the IGM procedures will be facilitated by an environment which is supportive of school efforts to improve motivation among children.

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Klausmeier, H. J., & Goodwin, W. Learning and human abilities: Educational psychology. (4th ed.) New York: Harper & Row, 1975.

Klausmeier, H. J., Jeter, J. T., Quilling, M. R., Frayer, D. A., & Allen, P. S. Individually Guided Motivation. Madison: Wisconsin Research and Development Center for Cognitive Learning, 1975.

Klausmeier, H. J., Quilling, M. R., Sorenson, J. S., Way, R. S., & Glasrud, G. R. Individually guided education and the multiunit elementary school: Guidelines for implementation. Madison: Wisconsin Research and Development Center for Cogntive Learning, 1971.

APPENDIX A

IGM PROGRAM MATERIALS AND

RESEARCH AND FIELD TESTING REPORTS

MATERIALS DEVELOPED FOR THE IGM PROGRAM
(available from the CCL Document Service of the Wisconsin Research & Development Center for Cognitive Learning)

Print Materials:

Jeter, J. T., Katzenmeyer, C. G., Klausmeier, H. J., & Quilling, M. R. Inservice implementation manual for Individually Guided Motivation. 1973.

Jeter, J. T., Nelson, N. J., & Klausmeier, H. J. A guide for adult-child reading conferences. 1973.

Klausmeier, H. J., Jeter, J. T., & Nelson, N. J. Tutoring can be fun. 1973.

Klausmeier, H. J., Jeter, J. T., Quilling, M. R., Frayer, D. A., & Allen, P. S. Individually Guided Motivation. 1975.

Klausmeier, H. J., & Katzenmeyer, C. G. College instructor's guide for Individually Guided Motivation. 1973.

Films (17-minutes long in sound and color):

Individually Guided Motivation: An overview

Encouraging independent reading

Setting individual goals for learning

Guiding children as tutors

Guiding children toward self-directed behavior

Research reports on:
Adult-Child Conferences to Encourage Independent Reading

Frayer, D. A., & Sorenson, J. S. Quality verification of the inservice education package: Individual conferences to promote independent reading. Technical Memo No. QV-15-71. Madison: Wisconsin Research and Development Center for Cognitive Learning, 1971. (Field test)

Klausmeier, H. J., Quilling, M. R., & Wardrop, J. L. Research and development activities in R & I units of five elementary schools in Racine, Wisconsin, 1966-1967. Technical Report No. 52. Madison: Wisconsin Research and Development Center for Cognitive Learning, 1968. (Study)

Schwenn, E. A., Sorenson, J. S., & Bavry, J. L. The effect of individual adult-child conferences on the independent reading of elementary school children. Technical Report No. 125. Madison: Wisconsin Research and Development Center for Cognitive Learning, 1970. (Controlled experiment)

Stewart, D. M., Quilling, M. R., & Frayer, D. A. Individual conferences to promote independent reading: A report on the field test. Technical Report No. 185. Madison: Wisconsin Research and Development Center for Cognitive Learning, 1971. (Field test)

Research reports on:
Teacher-Child Conferences for Goal Setting

Averhart, C. J. Effects of individual goal-setting conferences on goal-setting behavior, reading achievement, attitude toward reading, and self-esteem for second-grade students. Working Paper No. 71. Madison: Wisconsin Research and Development Center for Cognitive Learning, 1971. (Study)

Gaa, J. P. Goal-setting behavior, achievement in reading, and attitude toward reading associated with individual goal-setting conferences. Technical Report No. 142. Madison: Wisconsin Research and Development Center for Cognitive Learning, 1970. (Controlled experiment)

Kennedy, B. J. Motivational effects of individual conferences and goal-setting on performance and attitudes in arithmetic. Technical Report No. 61. Madison: Wisconsin Research and Development Center for Cognitive Learning, 1968. (Controlled experiment)

Marliave, R. S. Attitude, self-esteem, achievement, and goal-setting behavior associated with goal-setting conferences in reading skills. Technical Report No. 176. Madison: Wisconsin Research and Development Center for Cognitive Learning, 1971. (Study)

Quilling, M. R., Fischbach, T. J., Rendfrey, K. H., & Frayer, D. A. Individual goal-setting conferences related to subject-matter learning: A report on the field test. Technical Report No. 190. Madison: Wisconsin Research and Development Center for Cognitive Learning, 1971. (Field test)

Research reports on:
Small Group Conferences to Encourage Self-Directed Prosocial Behavior

Hubbard, W. D., & Zajano, N. Group conferences to promote self-directed prosocial behaviors: 1971-72 field test report. Technical Report No. 255. Madison: Wisconsin Research and Development Center for Cognitive Learning, 1973. (Field test)

Sorenson, J. S., Schwenn, E. A., & Bavry, J. L. The use of individual and group goal-setting conferences as a motivational device to improve student conduct and increase student self-direction: A preliminary study. Technical Report No. 123. Madison: Wisconsin Research and Development Center for Cognitive Learning, 1970. (Controlled experiment)

Research reports on:
Guiding Older Children in Tutoring Younger Children

Lamal, P. A. A preliminary study of tutorial procedures in the elementary school. Working Paper No. 39. Madison: Wisconsin Research and Development Center for Cognitive Learning, 1970.

Quilling, M. R., Cook, D. M., Wardrop, J. L., & Klausmeier, H. J. Research and development activities in R & I units of two elementary schools of Milwaukee, Wisconsin, 1966-67. Technical Report No. 46. Madison: Wisconsin Research and Development Center for Cognitive Learning, 1968.

Zajano, N., & Hubbard, W. D. Guiding older children as tutors: A report on the field test. Technical Report (in press). Madison: Wisconsin Research and Development Center for Cognitive Learning.

Research report on the IGM Two-Day Inservice:

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APPENDIX B

INTERVIEW SCHEDULE FOR THE FIRST SURVEY

IGM INTERVIEW SCHEDULE

Name of School _____

Location _____

Principal _____

Date _____

Staff Interviewed:

Principal _____

Unit Leader _____

Teacher _____

Other _____

Size of School:

Small (300 or under) _____

Medium (300-650) _____

Large (over 650) _____

Location of School:

Rural _____

Small town _____

Small city _____

Suburb of large city _____

Urban _____

Socio-economic level of the school population is best described as (check those that apply):

Lower _____

Lower middle _____

Upper middle _____

Upper _____

1. How long has IGM been in use in school? How was the program started (e.g., research site; staff member(s) attended awareness workshop; attended conference; "word-of-mouth," etc.)? Please explain.

2. Inservice education:

   Who gave inservice education?

   Where was it given?

   Which school staff members received inservice training?

   No inservice training?

3. Which IGM procedures were used to begin the motivational program? Please check.

   Goal-setting _____ Tutoring _____ Adult-child reading conference _____

   Self-directed behavior _____

   Which IGM procedures are currently being used?

   Goal-setting _____ Tutoring _____ Adult-child reading conference _____

   Self-directed behavior _____

   Please show the order in which the IGM procedures were established as part of the school's motivational program.

   First _____ Second _____ Third _____ Last _____

   Was there any particular reason for this order? Please explain.

Approximately how long did it take to establish all four procedures in your school?

If all IGM procedures have not yet been established as part of the motivational program, please describe any plans for future implementation.

4. Evaluation Procedures. How is motivational level of children and other baseline information determined? (Formal evaluation, e.g., written records and/or informal evaluation, e.g., concensus of teacher opinion. Please explain.)

Goal-setting:

Tutoring:

Adult-child reading conferences:

Self-directed behavior:

5. What materials are used as procedural aids in actual use of IGM procedures?

Which IGM manual is in use (original or revised)?

Tutoring Can be Fun?

Guide for Adult-Child Conferences?

Films?

Other?

6. Into which regular school curricula are IGM procedures incorporated?

   Goal-setting:

   Tutoring:

   Adult-child conferences:

   Self-directed behavior:

7. In which units/grades are the IGM procedures used?

   Goal-setting:

   Tutoring:

   Adult-child conferences:

   Self-directed behavior:

8. How is motivational progress of children assessed? (Formal, e.g., written records and/or informal, e.g., teacher conferences. Please explain.)

   Goal setting:

   Tutoring:

   Adult-child conferences:

   Self-directed behavior:

9. Have procedures been modified to suit the needs of your school? How?

   Goal-setting:

   Tutoring:

   Adult-child conferences:

   Self-directed behavior:

10. Were modifications in school facilities necessary to implement IGM?

    Space

    Materials

    Other

11. In your opinion, how important to successful implementation was each of the following factors? On each of the five-point scales shown below, please circle the numbered point that best describes importance of each factor.

A) Inservice Education?

1	2	3	4	5
Very Important		Moderately Important		Not Important

B) Commitment of School Staff:

1	2	3	4	5
Very Important		Moderately Important		Not Important

C) Attitudes of Teachers:

1	2	3	4	5
Very Important		Moderately Important		Not Important

D) Flexibility in Use of Procedures:

1	2	3	4	5
Very Important		Moderately Important		Not Important

12. What other factors, in your opinion, have been important for successful IGM implementation?

13. Please rate each of the four IGM procedures on implementation ease or difficulty experienced in your school. On each of the five-point scales shown below, please circle the numbered point that best describes ease or difficulty of implementation.

A) Goal-setting:

1	2	3	4	5
Easy to Implement		Some Implementation Difficulties		Difficult to Implement

B) Tutoring:

1	2	3	4	5
Easy to Implement		Some Implementation Difficulties		Difficult to Implement

C) Adult-child reading conferences:

1	2	3	4	5
Easy to Implement		Some Implementation Difficulties		Difficult to Implement

D) Self-directed behavior:

1	2	3	4	5
Easy to Implement		Some Implementation Difficulties		Difficult to Implement

14. What specific problems or difficulties have occurred in implementing each of the procedures? Please describe briefly how these problems were overcome.

Procedure	Difficulty or Problem	What was or is being done to overcome difficulty
Goal-Setting		
Tutoring		
Reading Conferences		
Self-directed behavior		

15. For each IGM procedure, please describe frequency of use in your school and approximate number of children currently involved. Check all appropriate descriptions.

1. Goal-setting is used:

On a regular basis, once a week or more _____ No. of children
several times a month _____ involved _____
once a month or less _____
other _____

At scheduled intervals _____ (For example, in operation for 8 weeks, then off 4 weeks, etc.) Please describe.

On an occasional basis _____ . Please describe.

2. Tutoring is used:

On a regular basis, once a week or more _____ No. of children
several times a month _____ involved _____
once a month or less _____
other _____

At scheduled intervals _____ (For example, in operation for 8 weeks, then off 4 weeks, etc.) Please describe.

On an occasional basis _____ . Please describe.

3. Adult-child reading conferences are used:

On a regular basis, once a week or more _____ No. of children
several times a month _____ involved _____
once a month or less _____
other _____

At scheduled intervals _____ (For example, in operation for 8 weeks, then off 4 weeks, etc.) Please describe.

On an occasional basis _____ . Please describe.

4. Self-directed behavior is used:

On a regular basis, once a week or more _____ No. of children
several times a month _____ involved _____
once a month or less _____
other _____

At scheduled intervals _____ (For example, in operation for 8 weeks, then off 4 weeks, etc.) Please describe.

On an occasional basis _____ . Please describe.

15a. In general, which IGM procedure is in most frequent use, overall, in your school?

Goal-setting _____ Tutoring _____ Adult-child reading conference _____

Self-directed behavior _____

Please check reason(s) why it is used most often:

1. Easy to implement in terms of time _____
2. Easy to implement in terms of paperwork _____
3. Well-understood by staff _____
4. Frequent use necessary to produce motivational change _____
5. Objective and immediate evaluation is possible _____
6. Ease of scheduling _____
7. Needs no supportive staff (self-initiating & self-contained) _____
8. Other: _____

15b. In general, which IGM procedure is used least frequently, overall, in your school?

Goal-setting _____ Tutoring _____ Adult-child reading conference _____

Self-directed behavior _____

Please check reason(s) why it is used least often:

1. Difficulties in classroom scheduling _____
2. Difficult to implement in terms of paperwork _____
3. Procedural resources needed _____
4. Needs additional understanding in motivation _____
5. Least well understood by staff _____
6. Occasional use sufficient to produce motivational change _____
7. Needs supportive staff (not self-contained) _____
8. Other: _____

16. Please rate each of the four IGM procedures, as presently used in your school, on overall effectiveness in producing desired motivational changes in children. On each of the five-point scales, please circle the numbered point that best describes overall effectiveness.

A) Goal-setting:

1	2	3	4	5
Very Effective		Moderately Effective		Not Effective

Comment:

B) Tutoring:

1	2	3	4	5
Very Effective		Moderately Effective		Not Effective

Comment:

C) Adult-child reading conferences:

1	2	3	4	5
Very Effective		Moderately Effective		Not Effective

Comment:

D) Self-directed behavior:

1	2	3	4	5
Very Effective		Moderately Effective		Not Effective

Comment:

17. Please rank the four IGM procedures in terms of overall effectiveness in your school.

Most effective: 1)
2)
3)
Least effective: 4)

18. Consider the IGM procedure that you have ranked highest (#1) in overall effectiveness. What is its particular strength? What factors or conditions have contributed to its strength as it is used in your school. (Is it the nature of the procedure itself and/or some factor(s) related to the way it is used?)

19. Consider the IGM procedure that you have ranked lowest (#4) in overall effectiveness. What is its particular weakness? What, in your opinion, has contributed to its weakness? (Is it the nature of the procedure itself, or some factor(s) specific to your school, etc.?)

20. To ensure successful implementation of each IGM procedure, what specific advice, based on your experience, would you give to a school planning to implement the motivation program?

Things to do to ensure success in:

1. Goal-setting:

2. Tutoring:

3. Adult-child reading conferences:

4. Self-directed behavior:

21. What general advice would you give to a school planning to implement IGM?

22. What have been your most rewarding/frustrating experiences in using any of the IGM procedures (for example, in terms of effects on an individual child or group of children, your relationship with a child or group of children, your role as a teacher and relationship with other teachers, etc.)?

Rewarding:

Frustrating:

APPENDIX C

INTERVIEW SCHEDULE FOR SECOND SURVEY:

TEACHERS, PRINCIPALS, CENTRAL OFFICE PERSONNEL

IGM TELEPHONE SURVEY

Name _____

Position _____ Date of Interview _____

School _____ Interviewer _____

Telephone _____

1. Has your school purchased or had access to any IGM materials?

   Yes ___ No ___

   If yes, which ones?

   Print: Text ___ Tutoring Can Be Fun ___ Adult-Child Reading Guide ___
   Implementation Manual ___

   Films: Overview ___ Tutoring ___ Self-Directed ___ Goal-Setting ___
   Reading ___

   If no, do you plan to purchase or obtain access to any IGM materials?

   Yes ___ No ___

   If yes, which ones?

   Print: Text ___ Tutoring Can Be Fun ___ Adult-Child Reading Guide ___
   Implementation Manual ___

   Films: Overview ___ Tutoring ___ Self-Directed ___ Goal-Setting ___
   Reading ___

2. Is your school presently implementing any IGM procedures?

   Yes ___ No ___

   If yes, which ones?

   Tutoring ___ Goal-Setting ___ Reading ___ Self-Directed ___

   If no, do you have plans to implement any IGM procedures?

   Yes ___ No ___

   If yes, which ones?

   Tutoring ___ Goal-Setting ___ Reading ___ Self-Directed ___

3. Has your school identified a person to take the leadership role in implementing IGM?

   Yes ___ No ___

   If yes, who? Principal ___ Guidance Counselor ___ Other _____

4. How often have you made use of each of the following IGM materials? Please rate each of the materials for frequency of use on the following five point scale:

1	2	3	4	5
Once or rarely		Occasionally		Very often or regularly

Print:	Text (Circle one)	1	2	3	4	5
	Tutoring Can Be Fun	1	2	3	4	5
	Adult-Child Reading Guide	1	2	3	4	5
	Implementation Manual	1	2	3	4	5
Films:	Overview (Circle one)	1	2	3	4	5
	Tutoring	1	2	3	4	5
	Self-Directed Behavior	1	2	3	4	5
	Goal-Setting	1	2	3	4	5
	Reading Conferences	1	2	3	4	5

5. Please give an overall rating for <u>all IGM print materials</u> on the following five point scale:

1	2	3	4	5
Poor		So-So		Excellent

6. Please rate on a five point scale the five-chapter <u>IGM text</u>:

1	2	3	4	5
Poor		So-So		Excellent

7. Please rate on the same five point scale each of the IGM films:

<u>Overview film</u>

1	2	3	4	5
Poor		So-So		Excellent

<u>Tutoring film</u>

1	2	3	4	5
Poor		So-So		Excellent

<u>Goal-Setting film</u>

1	2	3	4	5
Poor		So-So		Excellent

<u>Adult-Child Reading film</u>

1	2	3	4	5
Poor		So-So		Excellent

<u>Self-Directed Behavior film</u>

1	2	3	4	5
Poor		So-So		Excellent

8. If changes could be made in IGM materials, in which one(s) would you like to see changes made?

Print: Text ___ Tutoring Can Be Fun ___ Adult-Child Reading Guide ___
Implementation Manual ___

Films: Overview ___ Tutoring ___ Self-Directed ___ Goal-Setting ___
Reading ___

APPENDIX D

INTERVIEW SCHEDULE FOR SECOND SURVEY:

TEACHER EDUCATORS

IGM TELEPHONE SURVEY FOR TEACHER EDUCATORS

Name _____

Position _____ Date _____

School _____ Interviewer _____

Telephone _____

1. Are you offering any kind of course devoted entirely to IGM?

   Yes ___ No ___

2. If no: in any of your courses, is there a specific amount of time set aside for teaching IGM?

   Yes ___ No ___

   If no: do you plan to include IGM material in a future course?

   Yes ___ No ___

IF INTERVIEWEE IS TEACHING IGM:

3. Do you give approximately equal attention to all four procedures?

   Yes ___ No ___

   If no: on which procedure(s) do you focus?

   Tutoring ___ Goal-Setting ___ Reading ___ Self-Directed ___

4. Please rate effectiveness of IGM materials in teaching IGM at the college level using this five-point scale:

1	2	3	4	5
Not Effective		So-So		Very Effective

Print:	College Instructors Guide (circle one)	1 2 3 4 5
	IGM Text	1 2 3 4 5
	Tutoring Can Be Fun	1 2 3 4 5
	Adult-Child Reading Guide	1 2 3 4 5
Films:	Overview film (circle one)	1 2 3 4 5
	Tutoring	1 2 3 4 5
	Self-Directed Behavior	1 2 3 4 5
	Goal-Setting	1 2 3 4 5
	Reading	1 2 3 4 5

5. How adequate are the IGM print and film materials in teaching the six principles of motivation?

1	2	3	4	5
Inadequate				Very Adequate

6. What is your best estimate of the percentage of students who would be able to implement the IGM procedures in a school after classroom study? _____%

7. What is the general reaction of your students to the idea of getting IGM into the schools?

1	2	3	4	5
Not Very Important				Extremely Important

8. a) Which of the four IGM procedures do students seem to find easiest to understand?

   Tutoring ___ Goal-Setting ___ Reading ___ Self-Directed ___

   b) Which of the four IGM procedures do students perceive as being potentially easiest to implement in a school?

   Tutoring ___ Goal-Setting ___ Reading ___ Self-Directed ___

9. a) Which of the four IGM procedures do students seem to find hardest to understand?

   Tutoring ___ Goal-Setting ___ Reading ___ Self-Directed ___

   b) Which of the four IGM procedures have students identified as being potentially the hardest to implement in a school?

   Tutoring ___ Goal-Setting ___ Reading ___ Self-Directed ___

10. How useful would a more extensive IGM college level textbook be to your teaching IGM?

1	2	3	4	5
Not Necessary				Very Useful

11. If changes could be made in IGM materials, in which one(s) would you like to see changes made?

    Print: Text ___ Tutoring Can Be Fun ___ Adult-Child Reading Guide ___

    Implementation Manual ___

    Films: Overview ___ Tutoring ___ Self-Directed ___ Goal-Setting ___

    Reading ___

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